

sponsive to need, and the avenue of that response has been set by legislative enactment. By law, the colleges are directed to develop, foster and expand courses in the arts and sciences, while at the same time they continue their programs of teacher instruction.

The legislation itself is in answer to what is probably the most pressing educational problem of recent years: How to adapt our institution of learning to an ever-growing number of students.

It is important to note that the legislation which emerged from the Curlett Commission report does not subordinate the traditional function of the former teachers colleges, a function which this college has performed so magnificently for a century. But it is equally important to note that the legislation offers a clear judgment that the facilities and resources of the colleges should be opened to the great variety of educational needs that are inherent in a highly developed, many-faceted society.

Within their capabilities and within the legislative mandate, it is the role of the State colleges to satisfy the educational aspirations and interests of the students in their areas, whether these interests lie in the field of teaching, or in business, journalism, library work, social work, science, law, medicine or other fields. Nothing should distract us from the fact that all those aspirations are commendable, that all those fields are areas of legitimate public need and that the State colleges already have, or can acquire, the faculty and resources to meet those needs.

One need only scan enrollment projections to see the consequences. It is the responsibility of Towson, and the other State colleges, to grow and to engage society in terms of its needs and its expectations. The urgency of moving forward to assume wider responsibilities should not obscure the fact that each institutions cannot be all things to all men. The service each can render varies in accordance with such factors as geography, size, stage of development, faculty strength, student constituency and tradition.

The 1963 legislation suggests a more creative role for these colleges — the anticipation of educational needs in addition to the traditional ones and the drafting of programs to sustain them. There are literally thousands of students whose diverse educational needs will be met either at the State colleges or nowhere at all. The problems of co-operation and coordination among our institutions of higher learning are of paramount importance. Society cannot afford duplication of programs, of facilities, of resources unless the duplication is justified in terms of need and service.